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ABSTRACT

This project was conducted to develop a course of study in health occupations in grades 9 and 10 for a county-wide comprehensive health careers high school. The course was to include related skills development in health occupations, support materials for an academic course of study, and broad outlines of curriculum for grades 11 and 12. The High School for Health Careers began classes on August 27, 1984, with 204 ninth-grade students enrolled from 12 school districts in Bexar County, Texas. The competency-based curriculum for the school was based on recommendations of the curriculum subcommittee and the mandates of Texas law. After development, each topic was reviewed by subcommittee members and by consultants. Materials and equipment lists were developed to support the curriculum. Articulation processes were begun with San Antonio College, St. Phillips College, the Baptist Hospital System, and the University of Texas Health Science Center. (Curriculum outlines, a bibliography and audiovisual listing for grades 9 and 10, and an equipment and supplies list are included in this report.) (KC)

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SECONDARY HEALTH OCCUPATIONS AND LOCAL MEDICAL CENTERS

Christyne S. Thiele

Sponsored Cooperatively by
Research Coordinating Unit
Department of Occupational Education and Technology
Texas Education Agency

and

Northside Idependent School District
San Antonio, Bexar County, Texas

June 30, 1985

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SECONDARY HEALTH OCCUPATIONS AND

LOCAL MEDICAL CENTERS

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TABLE OF CONTENTS

	Page
Title Page	iii
Problem Area	1
Objectives	3
Procedures	4
Specific Results Produced	7
Quality Control	8
Potential Utilization Of Results	9
APPENDIX A: Health Careers High School Advisory Committee	10
APPENDIX B: Health Careers High School Curriculum Outlines, Grades 9 through 12	13
APPENDIX C: Correspondence Relating To Articulation Process	20
APPENDIX D: Progress Reports To Administration	24
APPENDIX E: Bibliography And Audio Visual Listing Grade 10 - Health Careers Science	34
APPENDIX F: Bibliography And Audio Visual Listing Grade 9 - Health Careers Exploration	40
APPENDIX G: Instructional Equipment And Supplies List	47

Problem Area

The purpose of RCU Project No. 5542003 was to develop a course of study in Health Occupations Areas in Grades 9 and 10 for a county-wide comprehensive Health Careers High School, to include related skills development in Health Occupations, support materials for academic course of study, and broad outlines of curriculum for Grades 11 and 12.

The High School for Health Careers began classes on August 27, 1984, with 204 ninth grade students enrolled from twelve school districts in Bexar County, Texas. For the insurance of advanced placement or standing at the post-secondary level and excellent placement in employment, curricula for the 9th and 10th grades were developed.

Specific topics of the curricula were selected based on recommendations of the Curriculum Subcommittee (see Appendix A) and Mandates of Chapter 75 of HB246. After development, each topic was reviewed for efficacy and accurateness by the Subcommittee members and Betty Stapp, Consultant. A broad overview of the curricula was done on two separate occasions by Dr. Jim Keeton, Director of Health Occupations Education for Texas. Much time was spent in research and review of the literature for relevant information. Input was solicited from health care professionals and institutes of higher learning.

A summation of the curricula for Grades 9, 10, 11 and 12 are included in Appendix B. Components of the Essential Elements mandated by Chapter 75 for Health Care Science are included in both the 9th and 10th grade curricula, whereas components of the essential elements for Health Exploration are covered in the 9th grade curriculum only.

Articulation processes have begun with the Alamo Community College District which includes San Antonio College and St. Phillips College, the Baptist Hospital System, and the University of Texas Health Science Center. Correspondence attesting to this is included in Appendix C.

The Postsecondary Development Committee met to establish goals and criteria for interfacing with other postsecondary programs. Area VII, T.V.A.S.A. Articulation Committee met on August 30, 1984, to formulate criteria and goals for interfacement. Since then, this committee has met three times to begin implementation of these goals.

The curricula were so designed to meet the needs of all students. Following is an excerpt taken from the Introduction:

> . . . objectives are met through the activities which have been designed for you. How you select the activities and the number of activities will be determined with the help of your teacher. Many of the activities will be individualized, and you will be permitted to move at your own pace. Some of you may elect to work on many activities that require a very little time, whereas others may elect to work on one or two that require a lot of time. Your teacher will help you make the decision based on your interests and needs. You are not locked into these activities. You and your teacher may add other activities as desired.

To assist those students who were limited in the proficiency of the English language, an ESL class was provided.

Detailed procedures were followed to ensure completion of the project within the allotted time frame. Refer to the Monthly Reports in Appendix D.

Since these curricula closely follow the Mandates of Chapter 75, any interested Health Occupations Education program that includes Exploration and Health Care Science should be able to utilize them. Ten copies of each of the printed volumes, along with equipment and supplies lists (Appendix G), reference material, and audio-visual programs (Appendices E and F), are being submitted to TEA for its use and/or dissemination. All the foregoing will be shared with any person or district that requests it. These curricula will be used at the High School for Health Careers, San Antonio, in their entirety.

Use of the computer has been written into the curricula. Research was done on the Apple II and IBM. A mini workshop on Computer Usage in the Field of Health Careers, New Orleans, Louisiana, was attended. Bids, with justification, for six Apple II's were submitted.

Objectives

Outline

To develop a course of study in Health Occupations Areas in Grades 9 and 10 for a county-wide comprehensive Health Careers High School.

1. Include related skills development in Health Occupations
2. Include support materials for academic course of study
3. Include broad outline of curricula for Grades 11 and 12

Discussion

The High School for Health Careers began classes on August 27, 1984, with 204 ninth grade students enrolled from twelve school districts in Bexar County, Texas. In order to insure that this comprehensive high school provides the best possible placement of students in employment and advanced standing at the post-secondary level, the primary objective of this project was to develop curricula designed to achieve these goals.

The curriculum materials were developed utilizing professional staff, advisory committees from the health industry, and consultants from similar health careers training programs. A review of existing literature was conducted in order to reduce duplication of effort.

Although similar programs are being conducted in Dallas and Houston, this curriculum is unique in that it includes the mandates of Chapter 75 of HB246 and was developed to meet these guidelines, therefore providing for local adaptation for the multiple school districts participating.

It is intended that there will be complete interfacing (articulation) with the health care industry in Bexar County, including the University of Texas Health Science Center and other local post-secondary institutions. It is further intended that this curriculum will provide a model for other organizations having a need for or plans to implement similar programs for multi-school districts cooperative efforts.

Northside Independent School District policies prohibit discrimination on the basis of sex, handicap, race, religion, color and national origin in its educational and vocational programs, activities, or employment as required by Title IX,

Section 504, and Title VI. Also, procedures are in place to assure that the lack of the English language skills is not a barrier to admission and participation in all educational and vocational programs.

Procedures

An Advisory Committee composed of professionals from the medical/health community provided input in determining the philosophy, goals, objectives and validation of the designed curricula.

A time schedule was set to ensure the timely development of the curricula, including provisions for articulation with the health industry and postsecondary institutions.

Northside Independent School District policies prohibit discrimination on the basis of sex, handicap, race, religion, color, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI. Also, procedures are in place to assure that the lack of the English language skills is not a barrier to admission and participation in all educational and vocational programs.

The Health Careers High School began operations on August 27, 1984, with 204 students enrolled in the 9th grade only. It is a comprehensive high school with Health Careers Occupational Exploration as the only vocational offering at the present time. Health Care Science for Grade 10 will be offered beginning with the 1985-86 school year.

The responsibility of Christyne Thiele was to develop curriculum for Occupational Exploration that was integrated into the program as the 1984-85 school year progressed. The development of detailed curriculum for the 10th grade HCS, and an outline for grades 11 and 12 occurred between November 1, 1984, and June 30, 1985, as evidenced in the time schedule (refer to Appendix B).

Comprehensive curricula guides for Grades 9 and 10 were developed. Topics of study included in the respective guides were suggested by the members of the Curriculum Development Subcommittee (Appendix A) of the Health Careers High School Advisory Committee. Input was also solicited from other health professionals and postsecondary institutes' representatives. The student body was surveyed, using the

Texas Hospital Association Health Careers In Texas as a guide. Students were asked to prioritize three choices. The Curriculum Specialist, Christyne Thiele, took these recommendations and the essential elements mandated by Chapter 75 and developed the curricula. The same process was used to determine the outlines for Grades 11 and 12.

Students making up the body of Health Careers High School come from twelve different school districts and private schools in Bexar County, Texas. Selection of the students is based on the districts' previous year's ADA.

Since Health Careers High School is a comprehensive high school following the academic plans as mandated by Chapter 75 of HB246, the most qualified teachers available in the areas of Social Studies, English, Mathematics, and Science, are employed in addition to the Health Care Discipline professionals who teach the Health Career Labs. Other electives as Keyboarding, Choir, Band, Spanish, Psychology, and Sociology are offered. All teachers plan together, gearing all studies to the medical-health care delivery system.

Instructors in the Health Careers are:

Christyne Thiele, R.N., B.S.N., M.S.H.P., with approximately twenty years of experience in the health care delivery and educational systems. She is currently serving as a Curriculum Specialist and Director of the Health Careers Department at the Health Careers High School, Bexar County, Texas. Her specialties while in nursing were in the medical and psychiatric areas.

Nancy Walea, R.N., B.S.O.E., with approximately twenty years experience in the health care delivery and educational systems. She is currently serving as an instructor in the Health Care Science (10th grade) area. She was a military nurse.

Sandra Hawley, R.N., B.S.N., with fourteen hours toward a master's degree and eight years experience in the health care delivery and educational systems. Her area of expertise is intensive care nursing. She is an instructor in Health Careers Exploration (Grade 9).

Philip Bernal, R.T., B.S.H.P. Along with his R.T., Philip has a baccalaureate in Hospital Administration. He has five years of experience in the health care delivery and educational systems. His assignment is Health Careers Exploration (Grade-9).

Marcia Hughes, R.N., B.S.N., is experienced in surgical and dialysis nursing, with ten years in the health care delivery and educational systems. She is assigned to the 10th grade, Health Care Science.

Betty Stapp, Dean of Instruction, High School for Health Professions, Dallas, Texas, served as a consultant for development of the curricula. She has an in-depth knowledge of the health care delivery and educational systems.

Grade 11 curriculum will involve three specialty labs -- Diagnostic Services, Dental Science, and Patient Care (refer to Appendix B). Professionals in each of the areas will be recruited for instructors in Dental Science, Nursing, Bio-Science and Paid Internship for the 12th grade labs (refer to Appendix B).

The students, with the assistance of instructors and counselors, may elect the specialty labs in which they wish to receive instruction and training in Grades 11 and 12. However, all students must successfully complete Health Careers Exploration with Health in Grade 9, and Health Care Science with Anatomy and Physiology in Grade 10.

Instructors have autonomy in the classroom. However, the curriculum is so designed as to utilize many methods of teaching. Use of audio-visuals is encouraged as a tool, not as a method. Activities, as designed in the curricula, offer students the opportunity to participate in group activities, library assignments, field trips, games, individuality, oral presentation, role play, lecture, demonstration and return demonstration. Each student will be treated individually to determine the best method to utilize for maximum learning to occur. Simply stated, the instructor must be flexible enough to utilize the techniques that will benefit the individual student.

In order for the curricula to be realistic, certain materials, supplies, and pieces of equipment must be purchased and utilized. Refer to Appendix G for the list that refers to necessary Equipment and Supplies.

Specific Results Produced

A competency based curriculum for grades 9 and 10 was completed with the essential elements mandated by HB246. Course outlines for the 11th and 12th grades, including pre-employment laboratories, and paid and non-paid internships were developed (Appendix B) with specific plans for interfacing (articulation) with the University of Texas Health Science Center, Baptist Hospital System, and Alamo Community College District (Appendix C).

Materials and equipment lists were developed to support the curriculum. Computer literacy was integrated into the instructional modules. Provisions to meet the needs of special needs students and equal access to all programs were included. All course outlines promote safety practices and procedures.

Five copies of the report, describing the progress being made toward the accomplishment of the project objectives, were submitted to the RCU at the end of the project. One-hundred copies of a comprehensive final report describing the objectives which were established for this project, the procedures used to accomplish the objectives, the specific results to be produced, and the potential utilization of results were submitted to the RCU on August 30, 1985. Ten copies of the 9th and 10th grade curricula were submitted to the RCU for their use.

Meetings between representatives of the Baptist Hospital System, St. Phillips College, San Antonio College, and the University of Texas Health Science Center at San Antonio, and a representative of the Health Careers High School have occurred, resulting in the following decisions:

> The Baptist Hospital System, even though there are nine educational programs, does not foresee any possibility of articulation at this time. The rationale is that the School of Phlebotomy is the only program not requiring prerequisite education from another institution.
>
> San Antonio College has a two-year Professional Nursing Program, Medical Office Assistant Program, Dental Assisting Program and a Mortuary Science Program. Preliminary plans have been made. A competency type test will be designed by representatives of each of the health care programs and a representative from the Health Careers

High School. Evaluation and/or scoring of the tests will be the responsibility of San Antonio College personnel. A support letter is attached (Appendix C).

The Department Heads of all the Allied Health Programs and the Associate Dean of Occupational Technical Education for Allied Health of St. Phillips College and a representative of Health Careers High School met. Plans for articulation through competency testing were discussed. A support letter is attached (Appendix C).

The Associate Dean, School of Allied Health Sciences, University of Texas Health Science Center at San Antonio, and a representative of the Health Careers High School met to discuss articulation competency testing. A support letter is attached (Appendix C).

Design, evaluation, and scoring of the competency tests for St. Phillips College and the School of Allied Health will follow the same pattern as that of San Antonio College.

Quality Control

The Health Careers High School Advisory Committee worked closely with Christyne Thiele, Curriculum Specialist, to ensure that the curriculum developed met the needs of the students and the health care community. Betty Stapp, Dean of Instruction, High School for Health Professions, Dallas, Texas, served as consultant and reviewed all curriculum materials for quality. Monthly reports were prepared for John Boyers, Principal of Health Careers High School, and Billy Spannagel, Vocational Director for Northside Independent School District (Appendix D).

Evaluation of the curricula must be postponed until they have been used for a full school year. Both grades 9 and 10 curricula have been entered on a word processor. After potential field testing and evaluation, appropriate changes can be readily made.

Potential Utilization of Results

A magnet school of this nature, having participation from twelve public and private school districts in cooperation with the health industry and area postsecondary institutions, requires an exemplary effort in the development of a curriculum that will meet the employment needs of providers of health services which will continue to expand for many years.

This curriculum effort followed the guidelines mandated by Chapter 75 essential elements, and therefore should be useful to any HOE program or other potential users of the product of this project.

It is anticipated that these curricula guides and equipment lists developed as a result of this project will serve as a model for other communities experiencing similar problems in meeting the employment needs of the health industry.

A P P E N D I X A

Health Careers High School

Advisory Committee

HEALTH CAREERS HIGH SCHOOL ADVISORY COMMITTEE

Sub-Committee Formation

CURRICULUM

Mrs. Shirley Menard, Chairperson
Mr. Harry Barnett
Mr. Tim Austin
Dr. John W. Scott
Dr. James Simmons
Ms. Laurlee Thorn
Ms. Cathryn Labourcade
Mr. Roosevelt Davis
Ms. Mary Ann Johnson
Mrs. Peggy Brown

INSURANCE

Mrs. Margaret DeRouen, Chairperson
Mr. Charles Katz
Dr. Daniel Peavy
Mr. Edmund Cody
Mr. Eugene Bartels

POST-SECONDARY DEVELOPMENT

Dr. Jerry Kelley, Chairperson
Mrs. Linda Pressley
Dr. Jody O'Quinn
Dr. Michael Bertino
Ms. Migdalia Saliba
Dr. Peggy Peterson

PUBLIC RELATIONS

Dr. Neil Morgan, Chairperson
Mrs. Diane Rath
Mr. Richard Patino
Dr. Charles Morris

SCHOLARSHIP

Mr. Walter Corrigan, Chairperson
Mr. James Gorman
Mr. William Peters
Mr. Niels Jensen
Dr. Tom Newcomb
Mrs. Nellie Reddix

SPEAKER'S BUREAU RESOURCE DEVELOPMENT

Mr. Callie Smith, Chairperson
Mr. Ben White
Mr. Dave Suggs
Dr. William Thornton
Dr. Antonio Cavazos

TEACHER IN-SERVICE

Dr. Martin Meltz, Chairperson
Mr. Tony Ramirez
Dr. Miguel Medina
Dr. Ken Waldman
Dr. Robert Young

A P P E N D I X B

Health Careers High School

Curriculum Outlines, Grades 9 through 12

Guidelines For Health Exploration
9th Grade Curriculum

I. Guidelines For Health Exploration

- A. Develop Guidelines Of Hygiene And Grooming Of Health Career Personnel
- B. Identify Rules For A Safe Environment
- C. Identify Legal And Ethical Practices For Health Care Delivery Personnel
- D. Identify Roots, Prefixes, Suffixes, and Abbreviations Used By Health Care Deliverers And Institutions
- E. Relate Cultural And Values Clarification To Health Care Delivery
- F. Identify Health Care Specialists And Give Their Functions

II. Facilities And Financing Of Health Care

- A. Identify Multiple Health Care Facilities
- B. Compare Health Care For The Ancients With Modern Health Care
- C. Show Graphically The Organization Of Departments And Personnel In Major Types Of Health Care Facilities
- D. Relate Health Care Costs With The Current Economic Situation

III. Primary Health Services

IV. Dentistry

V. Nursing

VI. Diagnostic Services

VII. Therapy And Rehabilitation Services

VIII. Administration And Support Services

IX. Mental Health Services

X. Health Research

XI. Environmental And Public Health

XII. Bibliography

Guidelines For Health Care Science
10th Grade Curriculum

I. Behavior Modification And Attitude Development

A. Differentiate Between Positive And Negative Attitudes
B. Differentiate Between Acceptable And Non-Acceptable Behavior

II. Medical Terminology And Medical Office Management

A. Develop A Working Vocabulary Relative To Multiple Health Care Disciplines
B. Demonstrate Knowledge Of The Functions Of A Medical Office

III. Patient Management And Stress Management

A. Apply Rules Of Safety To The Health Care Delivery System
B. Identify Methods Of Coping With Stress
C. Explain Relationship Of Vital Signs To Physiology
D. Demonstrate Basic First Aid Procedures Including Cardiopulmonary Resuscitation

IV. Business Math To Include Metrics, Dosages And Solutions

A. Relate The Importance Of Math To The Health Care Delivery System
B. Develop Money Management Skills

V. Interpersonal Relationships To Include Ethics And Value Systems

A. Develop Concepts Of Good Interpersonal Relationships
B. Develop An Understanding Of Medical Principles And Concepts

VI. Communication

A. Apply Basic Verbal And Non-Verbal Communication Techniques To Health Care Procedures

VII. Nutrition

A. Demonstrate Knowledge Of The Basic Four Food Groups And Relate Their Importance To The Wellness/Illness Concept

VIII. Free Enterprise/Economics

A. Identify Services Of The Public Health Department As They Relate To Economics

(Anatomy and Physiology will be taught one hour each day in conjunction with this course, using the text adopted by NISD.)

Guidelines For 11th Grade Curriculum

I. Diagnostic Careers

A. Medical Laboratory Skills

1. Pathology--Basics
2. Hematology
3. Urinalysis
4. Electrocardiography
5. Chemistry
6. Histology
7. Bacteriology
8. Radiology

II. Patient Care Careers

A. Career Choices

1. Nursing
2. Respiratory Therapy
3. Physical Therapy

B. Techniques And Skills

1. Basics Of Patient Care
2. Patient Hygiene
3. Vital Signs
4. Body Mechanics And Mobility
5. Administrative Duties
6. Clinical Examination Techniques
7. Basic Therapy Techniques

III. Dental Science Careers

A. Career Choices

1. Dentistry
2. Dental Hygiene
3. Dental Lab Technology
4. Dental Assisting

B. Techniques And Skills

1. Dental Anatomy And Physiology
2. Basic Patient Procedures
3. Preventive Dentistry
4. Clinical Dental Assisting
5. Restorative And Impression Materials
6. Preparation Of Prosthetics
7. Dental Office Management

Note: Students may select the lab in which they wish to receive instruction. The student will receive two hours of instruction each day for the first five six-weeks periods. The sixth six-weeks period the student will shadow a professional in the community for one to one and one-half hours per day.

Guidelines For 12th Grade Curriculum

I. Histotechnology (Contract basis with University of Texas Health Science Center if demand exists)

II. Electroencephalogram Technology (Contract basis with University of Texas Health Science Center if demand exists)

III. Bio-Science (Professional Degree Students)

A. Microbiology
B. Bacteriology
C. Environmental Control
D. Statistics

IV. Dental Science Lab II

V. Paid Internship

VI. Two-Year Professional Nursing Lab (Articulation Program with Nursing Program at San Antonio College)

A P P E N D I X C

Correspondence Relating to Articulation Process

ALAMO
Community College District

June 20, 1985

Christine Thiele
Health Careers High School
5414 Fredericksburg Road
San Antonio, TX 78229

Dear Christine:

Occupational Education and Technology at San Antonio College would be pleased to enter into the articulation process with the Health Careers High School. Enclosed are brochures for programs in Medical Assisting, Dental Assisting, Nursing, and Mental Health Technology. I was pleased to hear that you might also be interested in articulating with the Mortuary Science program.

Please call me when you return to the city. I look forward to a preliminary planning meeting in late summer with you and the respective department chairmen.

Sincerely,

Tessa Tagle

Tessa Tagle, Dean
Occupational Education
and Technology

TT/ms
Enclosures
cc: Anne Carson
Jim Wyatt
Hector Gonzalez
Margaret Matthaei
J. Byron Starr
Barry Welch

San Antonio College 1300 San Pedro Avenue San Antonio, Texas 78284 (512)733-2000

ALAMO
Community College District

June 21, 1985

Ms. Christine Thiele
Health Careers High School
5414 Fredericksburg Road
San Antonio, Texas 78227

Dear Ms. Thiele:

This is to confirm that program chairmen of Allied Health and Nursing programs, St. Philip's College and you have discussed the competencies required in the Health Careers field. Discussions have also taken place concerning advance placement procedures (awarding of college credit by examination) for Health Career high school graduates wishing to enroll in Heatlh Career programs at St. Philip's College.

We look forward to further dialogue concerning this matter.

Sincerely,

Peggy M. Peterson

Peggy M. Peterson, Ed.D.
Assistant Dean, OE&T

PMP:mm

St. Philip's College
2111 Nevada Street PO Box 3800 San Antonio, Texas 78284 (512)531-3200

The University of Texas
Health Science Center at San Antonio
7703 Floyd Curl Drive
San Antonio, Texas 78284

School of Allied Health Sciences
Office of the Dean

(512) 691-7401

August 1, 1985

Mrs. Christine Thiele
Health Careers High School
Mockingbird Plaza
5414 Fredricksburg Road
San Antonio, Texas 78229

Dear Mrs. Thiele:

This letter will confirm our previous conversation regarding the establishment of an articulation agreement between our Allied Health Programs and Health Careers High School. We are willing to work with Health Careers High School in developing a competency examination in various dental and medical Allied Health Programs.

It is my understanding that successful passage of a competency examination in a specific topic area would exempt a student from having to take a similar course in the professional phase of their training within our programs. We are in philosophical agreement on this issue and will work with you and your staff in establishing curricular content goals to satisfy competencies to be examined.

I will serve as contact person in this regard and will coordinate required activities between Health Careers High School and our various programs and their faculty. Please let me know when we will need to start working on this project.

Sincerely,

John W. Preece, D.D.S.
Associate Dean

JWP/an

A P P E N D I X D

Progress Reports To Administration

5414 Fredericksburg Road San Antonio, Texas 78229 512/377-3331

Health Careers
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Report -- Prior to November

1. Advisory Committee Members Identified, Communicated With and Recruited. Duties of members printed and distributed.

2. Advisory Committee Meeting held for formation and identification of specific committees. Committee members of sub committees identified based on survey preference of all members.

3. Philosophy and Goals of HCHS developed and printed.

4. Modules or Units of Study for 9th grade Exploration Class identified.

5. Competencies for 9th grade identified.

6. Articulation Committee meeting with selected or identified representatives from TVASA and Texas A and M, the Alamo College District (SAC and St. Phillips).

7. Report given to Mr. Boyers

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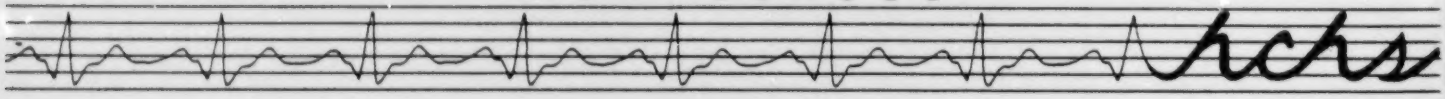

November Report

1. Competency Profiles Developed (All 4 grade levels).

2. Curriculum Units to be taught at 10th grade level identified.

3. Advisory Committee Meetings
   Scholarship
   Teacher-In- Service
   Insurance
   Curriculum
   Post Secondary Development
   Speakers Bureau/Resource Development

4. Curriculum Textbooks lists studied. Partial list of desired books made.

5. Two units of 9th grade curriculum developed.

6. Contacted Betty Stapp about consultant.

7. Progress of project reported to Mr. Boyers.

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December Report

1. Met with Dr. Peggy Petersen and the Allied Health Department Chairmen of St. Phillips College about ways to articulate programs and competency based curriculum and testing.

2. Met with Mrs. Peggy Brown, Education Department of BAptist Hospital System about articulation and testing.

3. Meeting with Mrs. Tessa Tagle of SACL cancelled. (Schedule Conflict).

4. Two units of 9th grade curriculum developed.

5. Computer assisted learning researched. Software suppliers for H.O. Education identified.

6. Meetings of Insurance and Public Relations Committees.

7. Report to Mr. Boyers about project progress.

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Health Careers
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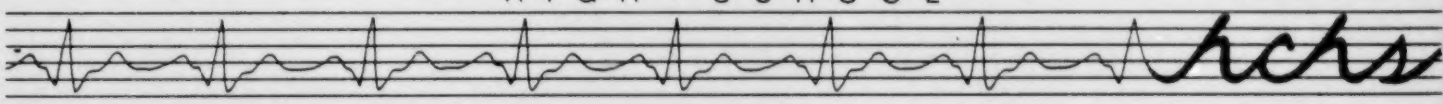

January Report

1. Curriculum Units for 10th grade finalized and printed. (Not developed yet).

2. Advisory Committee Meeting of all members. Visited members personally prior to the meeting. Developed the Agenda. Planned with Dr. Martha Wood.

3. Talked with Betty Stapp. Tentative visit scheduled for April. Betty will select date and let us know.

4. Partial lists of audio visuals equipment and texts and research/reference books made.

5. Progress report given to Mr. Boyers.

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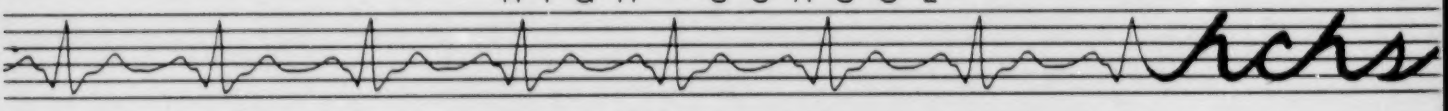

February Report

1. Sub-Committees meeting, Curriculum and Post-Secondary Development.

2. Texts -- Resource/Research Books and materials including audio visuals and equipment lists completed and submitted. Computer bid made and submitted.

3. Three units of 9th grade curriculum written.

4. Articulation Committee meeting.

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March Report

1. Conferred with Dr. Gene Bottoms, Executive Director of AVA, Washington, D.C. about the HCHS, its philosophy, goals and curriculum.

2. Conferred with Dr. Catherine Junge, Ed. Specialist for Health Occupations, U.S. Department of Education, Washington, D.C. about HCHS, its philosophy, goals and curriculum.

3. Conferred with three members of the curriculum committee at their places of employment about the 9th grade curriculum.

4. Conferred with Betty Stapp, Dean of Instruction for the HSHP, Dallas, serving as our consultant about the curriculum. (In Dallas)

5. Conferred with Dr. Jim Keeton about the curriculum in Dallas.

6. Report about the school and its progress presented in seminar form given in Dallas at a mini AVA convention.

7. Competency Profile revised, printed.

8. Developed three units of curriculum, 9th grade.

9. Report given to Mr. Boyers.

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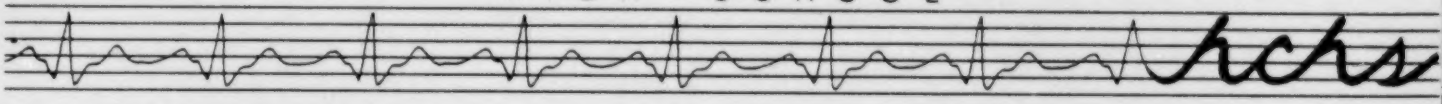
Health Careers
HIGH • SCHOOL



April Report

1. Visited all members of the Curriculum Committee and the Post-Secondary Committee at their places of business. Delivered to each one a copy of the Competency Profile, and explained it.

2. Conferred with Betty Stapp, at the HCHS, about the curriculum.

3. Curriculum and Post Secondary Committees meeting at HCHS.

4. Presentation about the curriculum given to a group of Secondary counselors, principals and/or other administrators at Trinity University.

5. Five units of the 9th grade curriculum developed.

6. Adudio Visuals and Library Books for the 9th grade curriculum ordered.

7. Report given to Mr. Boyers.

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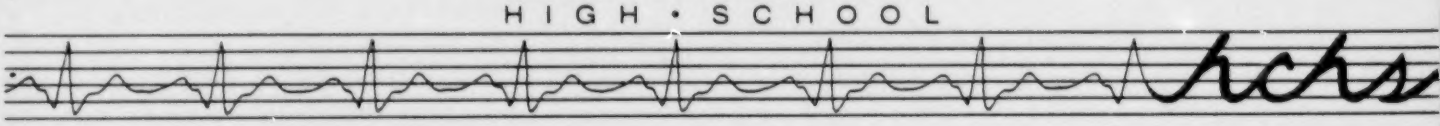
Health Careers
HIGH • SCHOOL



May Report

1. Articulation Committee Meeting at St. Phillips College with representatives from St. Phillips, San Antonio College, Texas A & M Extension Service and TSTI.
2. Conferred with Shirley Menard, Chr. of the Curriculum Committee.
3. Conferred with Dr. John Scott, Member of the Curriculum Committee.
4. Surveyed students regarding curriculum preferences for the 11th grade curriculum.
5. Conferred with Peggy Brown, Dir. of Training at the Baptist Hospital System, member of the curriculum committee.
6. Gave presentation about the school's curriculum to the Department Heads of the the nine educational programs at the Baptist Hospital System.
7. Curriculum Committee Meeting.
8. Five units of the ninth grade curriculum developed.
9. Conferred with Dr. Jim Keeton about the 11th grade curriculum.
10. Conferred with Betty Stapp about the 11th grade curriculum.
11. Report given to Mr. Boyers.
12. Tenth Grade Curriculum designed.

HEALTH CAREERS HIGH SCHOOL

June Report

1. Curriculum for the 10th grade completed and typed. Ready for the printer.

2. Visited with each member of the Advisory Committee to report results of the school year, and progress of the curricula.

3. Contacts made with medical facilities regarding field trips for the upcoming year.

4. Report given to Mr. Boyers.

A P P E N D I X E

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Grade 10 - Health Care Science

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1. An Introduction To Nutrition, Filmstrip.
2. B/P Physiology Of Vital Signs, Program I, Trainex Filmstrip No. 310.
3. B/P Physiology Of Vital Signs, Program II, Trainex Filmstrip No. 311.
4. Blood Pressure, Trainex Filmstrip.
5. Communications In Action, Sunburst Filmstrip.
6. Consumerism And The Law, Career Aides Filmstrip No. CWRL552.
7. Coping With Stress, Career Aides Filmstrip No. SB463II.
8. Ethics For The Nursing Assistant, Career Aids Filmstrip No. XX501C.
9. How Do I See Myself?, Sunburst Filmstrip No. 260.
10. How To Work All Day Without Getting Hurt, Trainex Filmstrip No. 316.
11. Living With Dying, Career Aids Filmstrip No. SB110.
12. Making Yourself Understood, Sunburst Filmstrip.
13. Me Power: Building Self-Confidence, Sunburst Filmstrip No. 481.
14. Medical Asepsis, Trainex Filmstrip No. 376.
15. Metropolitan Survival, American Red Cross 16 mm.
16. On The Job Survival Skill, Sunburst Filmstrip No. 428.
17. Principles of Isolation Technique, Trainex Filmstrip No. 404.
18. Problem Solving: Using Your Head Creatively, Filmstrip.

19. Protecting Family Health And Security, Vocational Career No. ED393 OCC.

20. Relating: The Art Of Human Interaction, Sunburst Filmstrip.

21. Right To Die, Career Aids Filmstrip No. CX570.

22. Shock And Hemorrhage, Trainex Filmstrip No. 348.

23. Stress And Anxiety, Career Aids Filmstrip SB463 (II).

24. Stress, Career Aids Filmstrip No. SB463 (I).

25. Temperature, Pulse And Respirations, Trainex Filmstrip No. 371.

26. The Nursing Team And The Law, Career Aids Filmstrip No. XX501C.

27. Understanding Others, Sunburst Filmstrip.

28. Understanding The Difficult Patient, Career Aids Filmstrip No. XX903C.

29. Your Health - It's Your Responsibility, Sunburst Filmstrip No. 409-LA.

30. You Are What You Eat, Filmstrip.

A P P E N D I X F

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Grade 9 - Health Careers Exploration

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American Journal of Nursing

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1. A Journey Of Hope, Modern Talking Picture Service 16 mm Film No. 16348.
2. A Word To The Wise, 16 mm Film.
3. At Issue: Health Care--Right Or Privilege, Filmstrip.
4. Basic Nursing Care: Medical Asepsis, Trainex Filmstrip No. 936.
5. Blood Pressure, Trainex Filmstrip No. 367.
6. Careers And Values: Understanding The Choice, Sunburst Filmstrip No. 419-KQ.
7. Careers In Health, Career Aids Filmstrip No. PX881.
8. Careers In The Health Service, Career Aids Tape No. ERCE1.
9. Developing Values, Guidance Association Filmstrip.
10. Do The Sick No Harm, Trainex Filmstrip No. PC-317.
11. Emergency Patient Removal: Techniques For One Carrier, Trainex Filmstrip No. 716.
12. Evacuation Procedure In The Hospital, Trainex Filmstrip No. 719.
13. Finding A Therapist, Filmstrip.
14. Food Service: Procedures In Cleaning And Sanitation, Trainex Filmstrip No. 625.
15. Health And Safety: Maintaining A Clean Environment, Career Aids Filmstrip.
16. Health: Can We Afford It?, Filmstrip.
17. Health Services Series, Career Aids Filmstrip No. 421.
18. Hospital Diagnostic Services, Trainex Filmstrip No. 333.

19. Hospital Job Opportunities, Eyegate Filmstrip No. H357A-J.

20. Hospital Therapeutic Services, Trainex Filmstrip No. 334.

21. How's Your Safety Profile?, Trainex Filmstrip No. PC-315.

22. Jobs In Health Service, Career Aids Filmstrip No. RDM0213.

23. Making It In Human Services, Career Aids Filmstrip No. CX491.

24. Medicine And Medical Practice: The Healing Arts From Ancient Times To Today's Medical Center, Eyegate Filmstrip No. Z742.

25. Portrait Of The Enemy, 16 mm film.

26. Preventing Fires In The Hospital, Trainex Filmstrip No. 714.

27. Recognizing The Signals, Sunburst Filmstrip.

28. Safety Is A Matter Of Vigilance, Trainex Filmstrip No. 321.

29. Teenage Blues: Coping With Depression, Sunburst Filmstrip.

30. Temperature, Pulse And Respiration, Trainex Filmstrip No. 371.

31. The Covenant, [illegible]ern Talking Picture Service, 16 mm Film No. 4640.

32. The Haunted Mouth, 16 mm Film.

33. The Hospital: A Place Where Accidents Never Happen?, Trainex Filmstrip No. 320.

34. The Therapeutic Process, Filmstrip.

35. Your Health: It's Your Responsibility, Career Aids Filmstrip No. SB409.

A P P E N D I X G

Instructional Equipment And Supplies List

Instructional Equipment And Supplies

1	Electric hospital bed with matress and bed rails
5	Standard size bed pillows
2	Flat sheets
2	Fitted sheets
2	Draw sheets
3	Pairs of pillow cases
2	Blankets
2	Bedspreads
2	Bath towels
2	Wash cloths
24	Stethoscopes
24	Sphymomanometers
2	Dual binaural sphygmomanometers
24	Oral stubby thermometers
12	Rectal stubby thermometers
2	Electronic thermometers (oral and rectal, 1 each)
2	Stopwatches
1	X-ray view box
	Exposed x-rays
2	Sets of anatomical charts
2	Foley bags with catheters and tubing
2	Disposable ehema buckets
2	Sets of dental instruments
1	Wheelchair
2	Instrument trays
2	Urinometers
2	Prepared slide sets (histology, parasitology, bacteriology, and hematology)
12	Microscopes with oil immersion lens
2	Human torso models
2	Human skeletons
2	Chase dolls
2	Snelen eye charts
1	Stretcher
1	Artificial pacemaker (used, obtained from funeral home)
2	Used suction machines (or similar piece of equipment)
	Scrub brushes (Betadine filled)
	Sterile 4 x 4's
	6" Ace bandages
	4" Ace bandages
	2" Ace bandages
	Triangle bandages
	Kling bandage
	Micropore tape
	Alcohol
	Cotton balls

	Bandage Scissors
	Otoscope/Ophthalmoscope
	Clinitest set
	Acetest
	Computers
	Rubber gloves (Box, unsterile)
6	Pairs sterile rubber gloves
1	Crate sterile gowns
2	Boxes masks (flat and cupped)